

Theoretical Foundations of Pedagogical Design of the Content of Education at a Military Academic Lyceum

Ismatov Bekzod Akhadovich

Lieutenant Colonel, Director of the Military Academic Lyceum (Uzbekistan)

Abstract: This article discusses the theoretical foundations of the pedagogical design of the content of a military academic lyceum. Problems associated with the lack of scientific and methodological support for designing the content of education in a military academic lyceum have been identified. The theoretical foundations for the process of designing the content of education in a military academic lyceum have been studied.

Key words: pedagogical design, content, lyceum, education, practice, educational process, students, modeling, conditions.



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Modern pedagogical science and practice is characterized by increased interest in projects and design. This is due to the changes taking place in education, which in the process of diversification is becoming more diverse both in content and form and calls for an active search for new values and meanings. However, spontaneous, episodic and inconsistent innovative changes do not always lead to positive and stable results. This contradiction has necessitated the need for a special type of activity—pedagogical design, within which the basic values of education are preserved and changes in the sociocultural situation in the country are taken into account.

G.P. Shchedrovitsky, justifying the need for design in pedagogy, proposed creating a new discipline of pedagogical design. According to the scientist, designing a person of the future will require designing a new system of his education and new pedagogical goals.

The concept of “project”, “design” has traditionally been associated with engineering sciences, in which it was understood as the final stage of production activity to solve certain technical problems. In the middle of the 20th century, design began to be widely used as an intellectual activity aimed at transforming phenomena and processes in political, environmental, economic, pedagogical and other spheres.

The method of changing an object during pedagogical design is defined by the term “pedagogical project”, understood as “a directed change of an object, limited by a time frame, which ensures the achievement of set goals, given the available capabilities (resources, funds, organization).”

Design (from the Latin *proiectus* - thrown forward) is one of the types of human activity associated with the creation of his ideal image, the implementation and assessment of the consequences of the implementation of certain plans.

Project (derived from “project”). The use of this adjective indicates that the subject it defines relates to the system of activities carried out within the project, or is categorically related to the context of the project. For example, design intent, design documentation, project approach, project culture.

Projective is a derivative of the concept of “projection” as a procedure of spatial, visual, psychological transfer of the properties of one object to another.

The pedagogical and project plans unfold in parallel here. In both cases, pedagogical actions are aimed at:

- activating the process of cognition;
- enrichment of forms of the learning process;
- formation of a certain type of thinking (project) and attitude towards the surrounding reality; - training in actual project activities;
- changing the educational paradigm as a whole.

Preparing a pedagogical project involves developing a technology for transforming existing opportunities in practice, taking into account the goals set. In the design process, the activities of project participants become pedagogically appropriate, socialized, close to the interests, needs and capabilities of the individual student, teachers, his family, and his immediate environment. “Design methodologists are convinced that everything can be designed: a city, a subject environment, science, management, human behavior, activity systems, and even design itself.”

In the field of education, design capabilities are used quite widely. In modern pedagogical science, certain approaches and opinions have developed on issues of pedagogical design.

The concept of “pedagogical design” and theoretical and methodological aspects of pedagogical design are considered in the works of many researchers: E.S. Alexandrova, N.A. Alekseeva, L.V. Bayborodova, V.S. Bezrukova, V.P. Bepalko, N.V. Bordovskaya, O.G. Vazhnovaya, B.S. Gershunsky, E.S. Zaire Bek, A. Kolesnikova, V.V. Kraevsky, V.S. Kukushina, A.S. Makarenko, A.M. Moiseeva, G.E. Muravyova, T.G. Novikova, S.L. Paladeva. Researchers consider pedagogical design from the perspective of methodology as the most important component of pedagogical activity aimed at managing the processes of transformation of educational systems.

The definition of the concept of pedagogical design for each of them has a number of similar features, but there are also significant differences. Therefore, for clarity, we will conduct a brief analysis of these definitions and formulate a working definition of the concept of “pedagogical design”, which we will use in our further work. In domestic pedagogy, A.S. is considered the founder of the theory and practice of pedagogical design. Makarenko. He viewed the educational process as a specially organized “pedagogical production.” In contrast to the spontaneous process of education, he put forward the idea of developing “pedagogical techniques.” A. S. Makarenko in practice improved the “technique of discipline”, “technique of conversation between a teacher and a pupil”, “technique of punishment” in a correctional educational institution. The thoughtfulness of actions was aimed at forming a strong, spiritually moral personality in a person.

Pedagogical design in the 70s and 80s of the XX century began with pedagogical forecasting aimed at the development of educational systems, educational work, educational content and was based on the pedagogy of cooperation. In addition, various competitions of pedagogical projects held in our country by foreign foundations also contributed to the intensification of this activity.

The content of education in military lyceums ensures the successful development of personality, the formation of high moral-volitional qualities, civil patriotic competence in future defenders of the Motherland, if the design:

- represents a set of interconnected stages of joint creative activity of all subjects of the educational process and is multifunctional, multi-level and complex in nature
- provides an optimal combination of the general educational standard with professionally oriented military-patriotic subjects, reflects the interests of the individual and the needs of the state;
- assumes the continuity and continuity of military academic education, including its propaedeutics in elementary school, pre-vocational training in basic school and profiling in high school;
- provides for the participation of the student in the formation of personally significant content of education, the organization of the educational environment of the school, based on the integration of general and additional education.

Designing the content of education in a military academic lyceum provides for the provision of the following pedagogical conditions:

- The choice of a patriotic idea as a system-forming element of the content of education;
- Optimal correlation of the general educational standard with professionally oriented military-patriotic subjects and their reflection in the curriculum of the military academic lyceum;
- Continuity and continuity of education (propaedeutics of the profile in primary school, pre-profile preparation in primary school and specialized education in high school);
- A combination of various types of educational and leisure activities, integration of general secondary and additional education, taking into account the interests and gender characteristics of students;
- Creation of an educational environment that provides for the participation of the student himself in the formation of personally significant content of education;
- Determination of the educational potential of educational subjects in order to develop civil patriotic competence in students;
- Using the capabilities of the surrounding society when organizing joint creative activities of students and adults.

In conclusion, I would like to note that design, literally before our eyes, penetrates into an ever wider range of phenomena, processes, and areas of social activity: more and more things that surround us everywhere are products of conscious design activity.

The introduction of pedagogical design into educational practice should be considered as a response to the changing social and pedagogical situation, allowing, taking into account new realities, either to reconstruct or create fundamentally or relatively new educational systems at various levels.